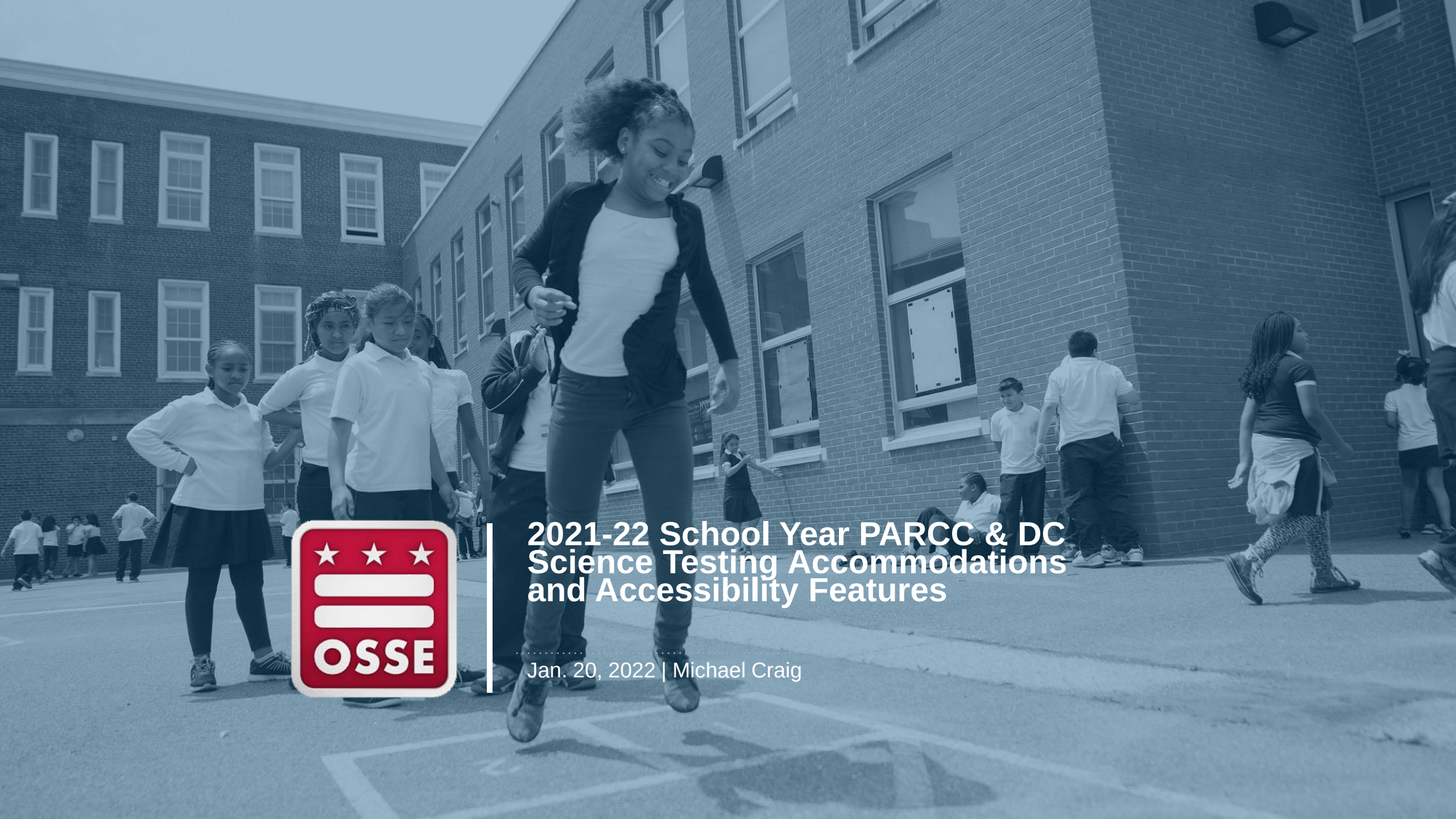


2021-22 School Year PARCC & DC Science Testing Accommodations and Accessibility Features

Jan. 20, 2022 | Michael Craig

Agenda

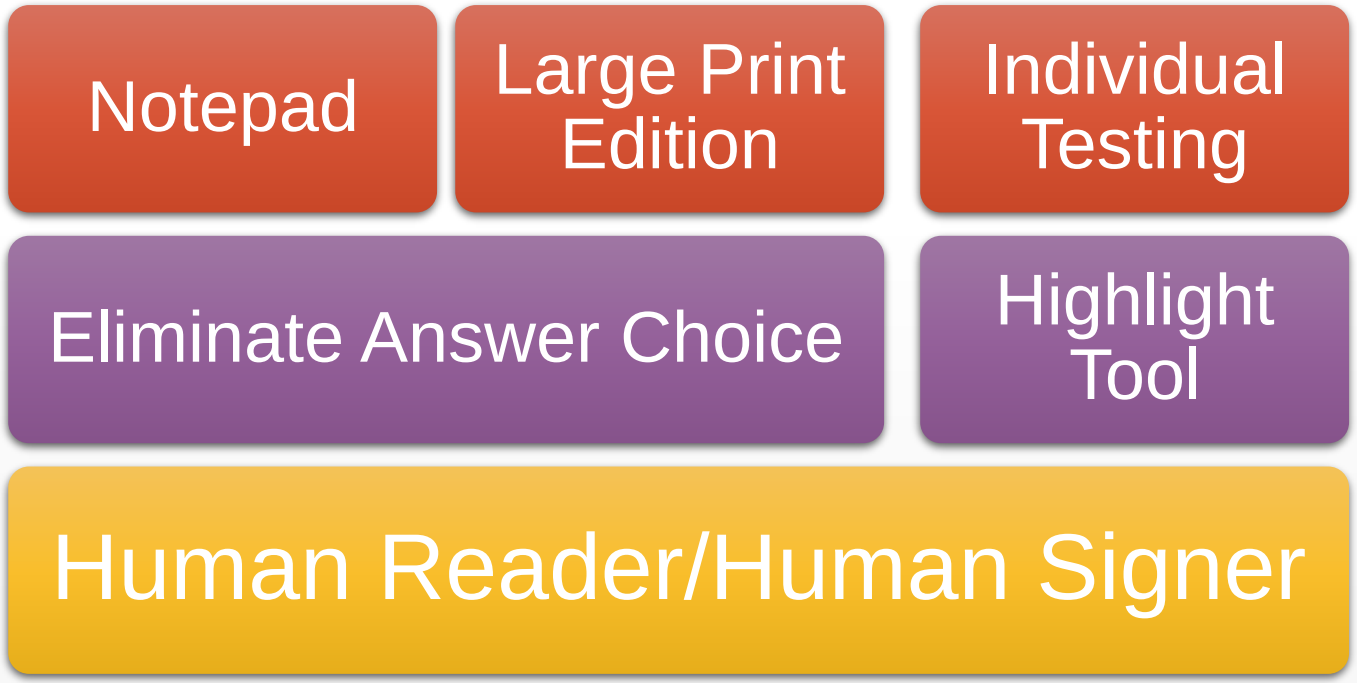
- Warm-up
- Accommodations vs. Accessibility Features
- Utilizing Accommodations in the Classroom
- PARCC and DC Science Accommodations Resources
- Identifying Accommodations for Individual Students
- Dissecting Specific Accommodations

PARCC & DC Science
Accommodations & Accessibility Features

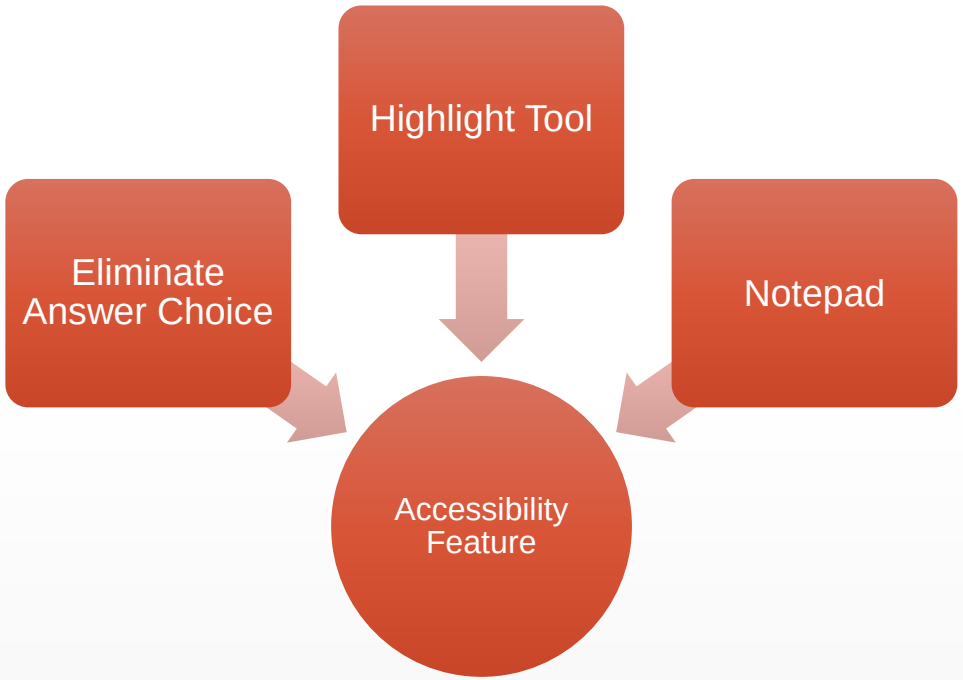
Warm-up

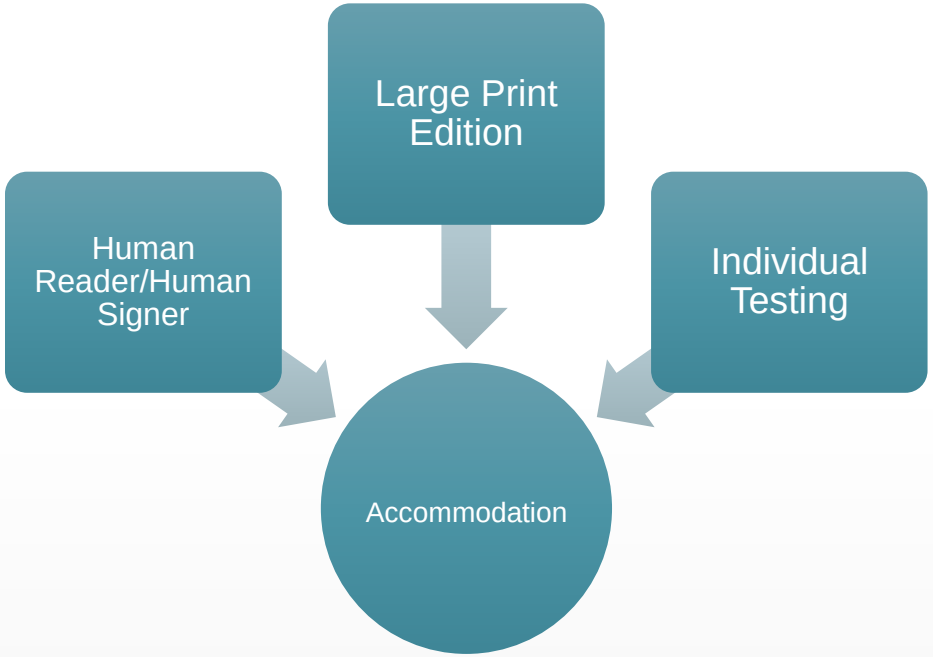
Accessibility Feature or Accommodation?

Sort the following list into accessibility features or accommodations:



Warm-up


Highlight Tool
Eliminate Answer Choice
Notepad
Accessibility Feature


Large Print Edition
Human Reader/Human Signer
Individual Testing
Accommodation

Accessibility Features vs. Accommodations

According to the PARCC and DC Science Accessibility Features and Accommodations Manual, seventh edition (https://dc.mypearsonsupport.com/manuals/):

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Accessibility features can be used by any student taking the PARCC or DC Science assessments.

Accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide **equitable** access during assessments for students with disabilities and students who are ELs.

Key Distinction: Students with disabilities are LEGALLY entitled to accommodations.

2021-22 District of Columbia Statewide Assessments

Assessment	Standards Alignment	Students Assessed
PARCC ELA/Literacy	ELA Common Core State Standards (CCSS)	Grade 3 – High School
PARCC Mathematics	Mathematics Common Core State Standards	Grades 3 – 8, Algebra I, Geometry, *Algebra II**
DC Science Assessment	Next Generation Science Standards (NGSS)	Grade 5, Grade 8, H.S. Biology
Dynamic Learning Maps (DLM) Science Alternate Assessment	Essential Elements based on NGSS	Grade 5, Grade 8, H.S. Biology Students with significant cognitive disabilities
Multi-State Alternate Assessment (MSAA)	Alternative Achievement Standards based on Math and ELA CCSS	Grades 3 – 8 & 11 Students with significant cognitive disabilities
WIDA ACCESS for ELLs	WIDA English Language Development (ELD) Standards	Grades K - 12 English Learners (ELs)
WIDA Alternate ACCESS for ELLs	WIDA English Language Development (ELD) Standards	Grades 1-12 English Learners (ELs)

2021-22 Testing Windows

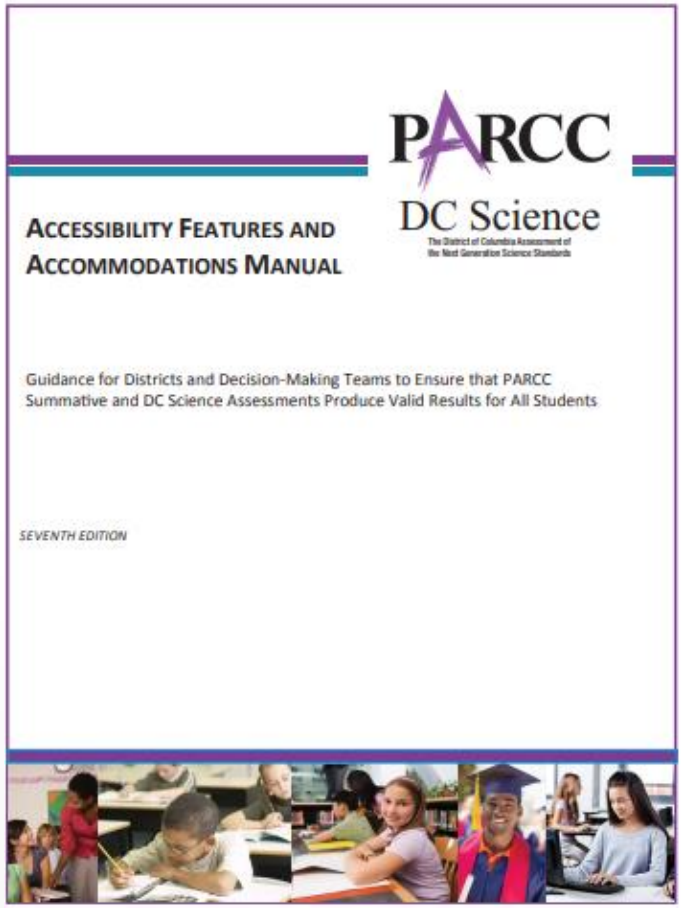
Assessment	2021-22 Statewide Test Window
NAEP (Selected schools only)	Jan. 24 – March 4, 2022
ACCESS for ELLs	Feb. 14 – March 25, 2022
MSAA & DLM	March 14 – April 29, 2022
PARCC & DC Science	April 4 – May 27, 2022* (April 4 – May 20, 2022; paper accommodation window)

Statewide Assessments Participation and Performance Policy

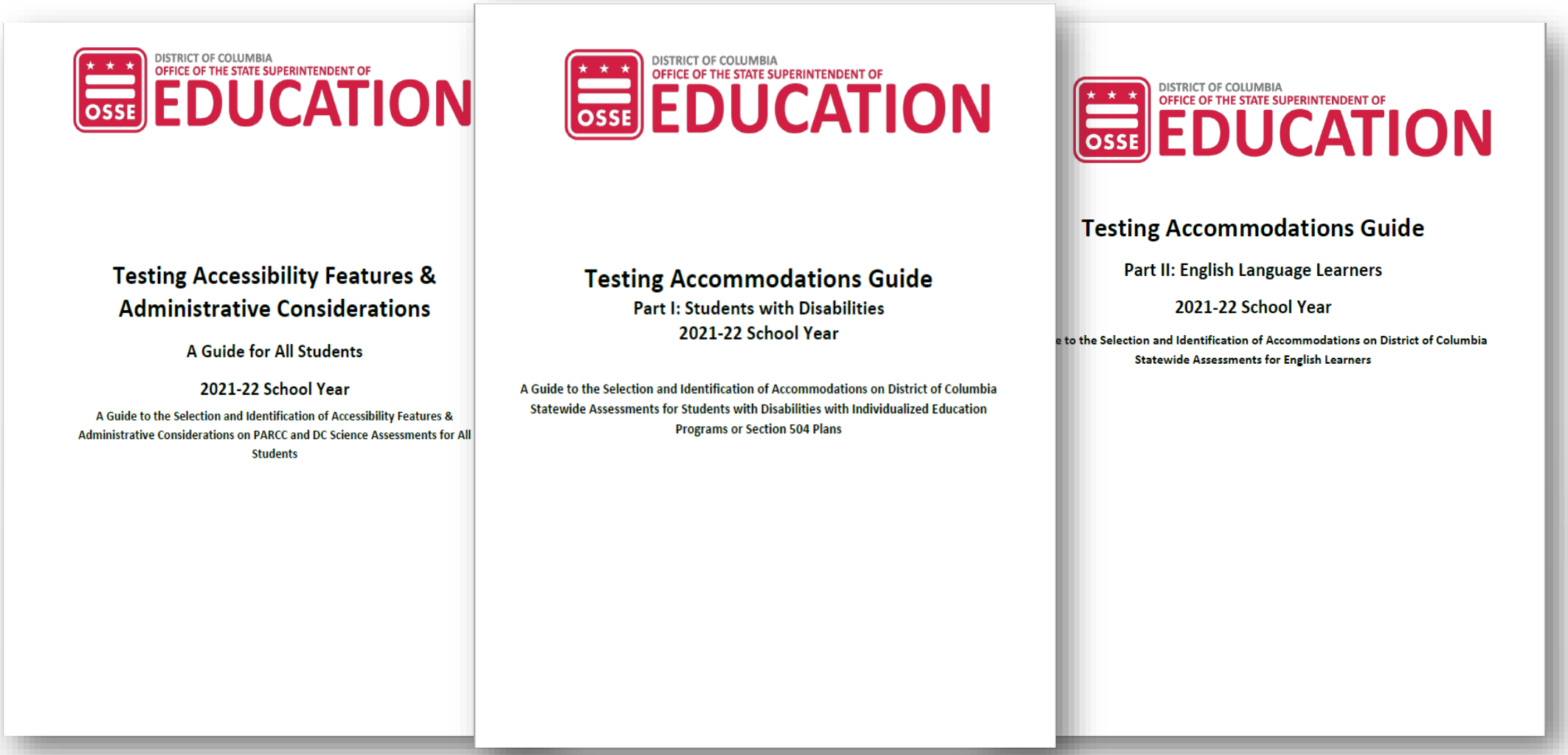
- The Statewide Assessments Participation and Performance Policy for School Year 2021-22 has been released and posted on OSSE's Statewide Assessment website
- Critical information regarding this year's required assessments, participation universe, and special considerations can be found in the document
- LEAs will have the flexibility to assess students at any time within the published window PARCC and DC Science. We acknowledge that schools may have unique scheduling challenges in light of health and safety plans this spring and want to provide increased flexibility. However, it is best practice to shorten your school's test window to be as efficient as possible. A shorter test window reduces the burden on instructional and staff time and limits the potential impact on test security.

The PARCC/DC Science Accessibility System

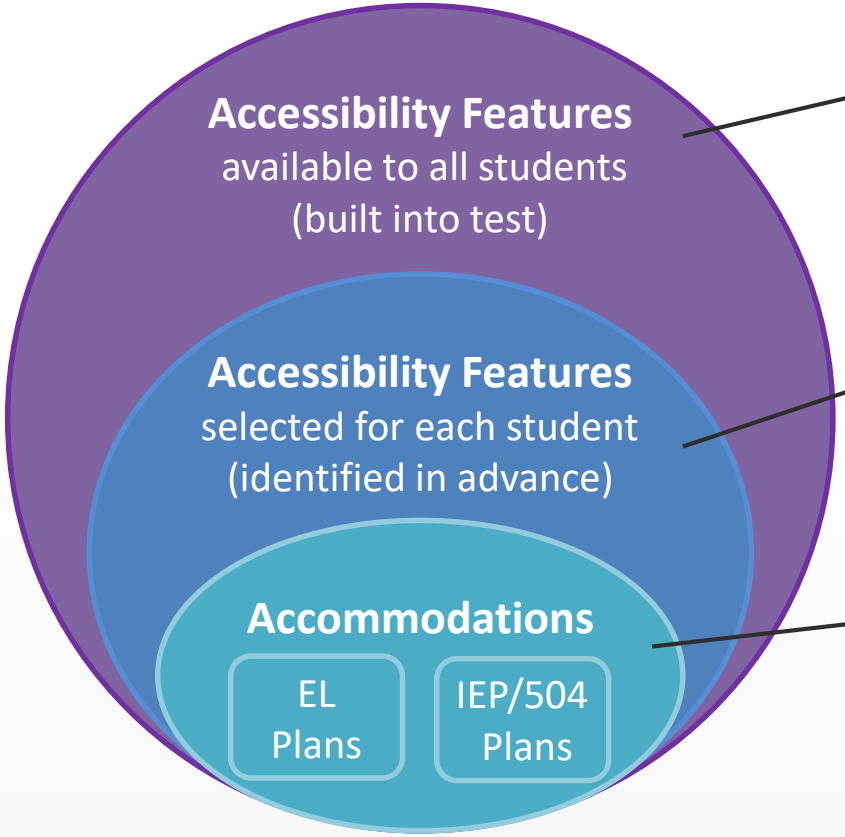
- PARCC and DC Science Accessibility Features and Accommodations Manual
- All accessibility features and accommodations available on PARCC and DC Science
- Qualifying criteria for each feature
- In-depth guidance on administering each feature
- dc.mypearsonsupport.com/manuals/



OSSE Testing Accommodations Guides



Accessibility System



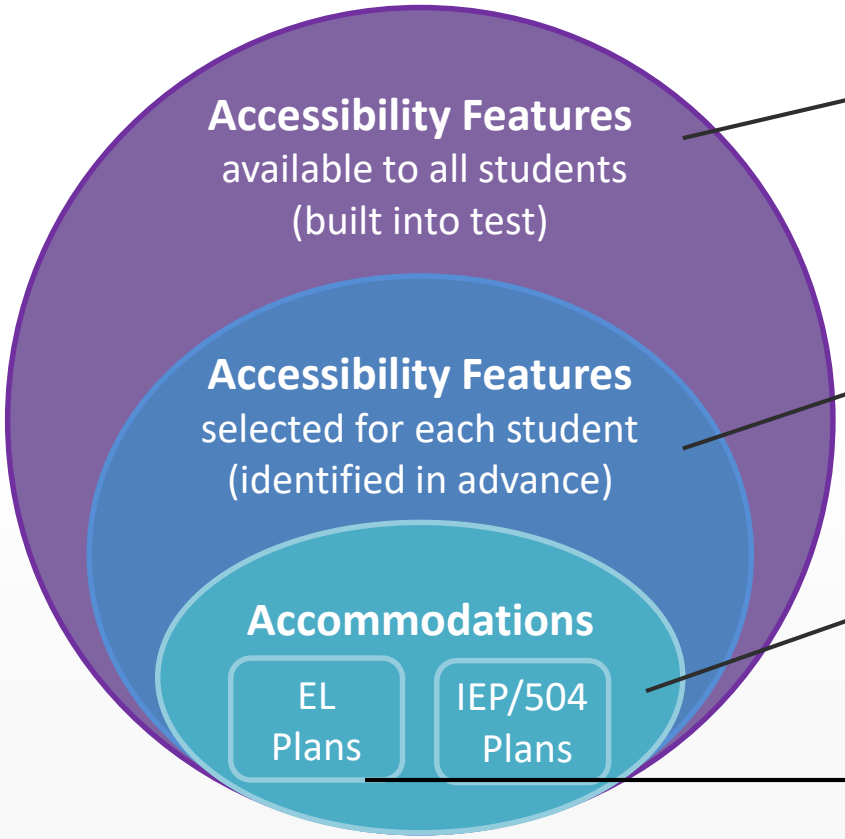
The assessment platform includes several accessibility features built into the system that **all students** can access at any time.

Additional accessibility features are available to **any student in need** of **feature but** must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (Individual Education Plans or Section 504 plans)** and others for English learners (**ELs) with EL plans.** Accommodations must be documented in the IEP/504/EL plan, and also in the student's Personal Needs Profile.

Accessibility System

Examples of each type of feature:



- Pop-up glossary
- External spell check
- Line reader tool
- Repetition of directions

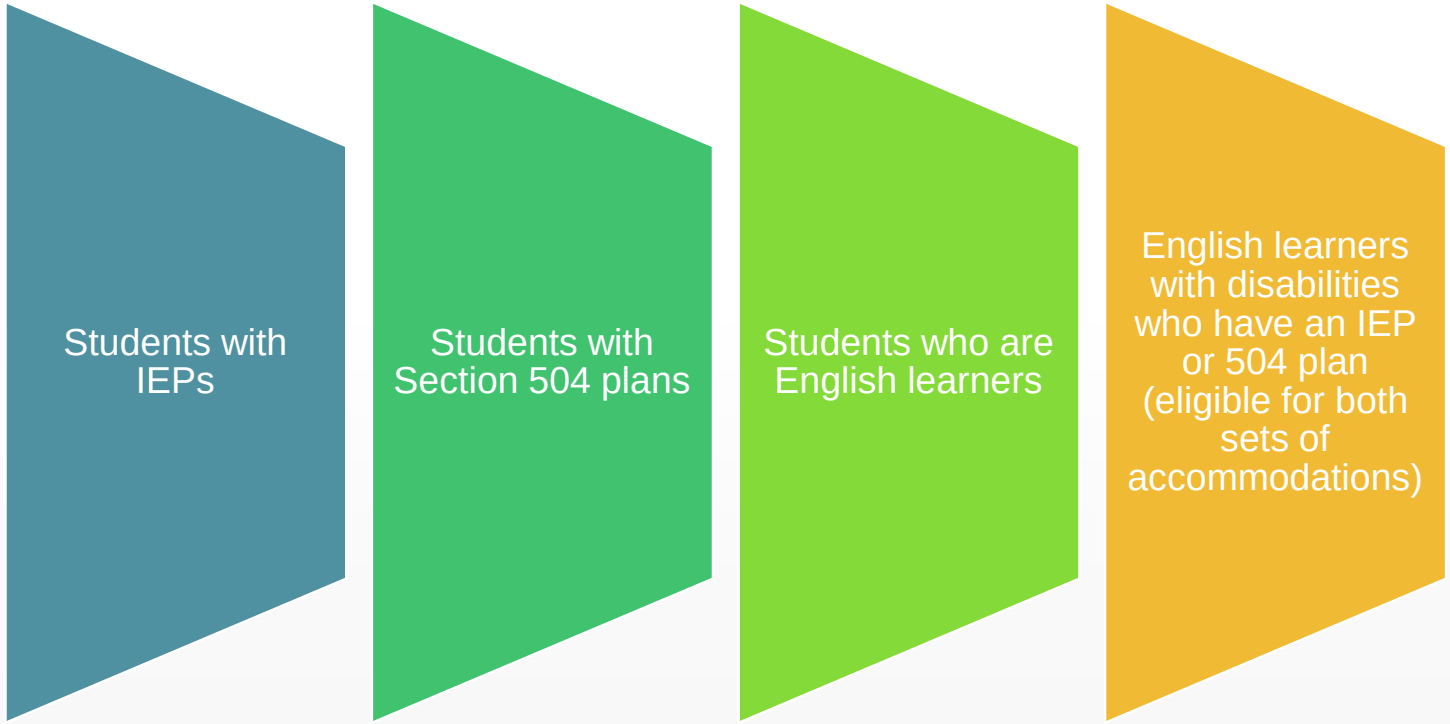
- Text-to-Speech for Math Assessment
- Color Contrast
- Frequent breaks (admin consideration)
- Small group testing (admin consideration)

- Text-to-Speech for ELA
- Human signer for test directions
- Calculation device
- Screen reader for ELA/Literacy

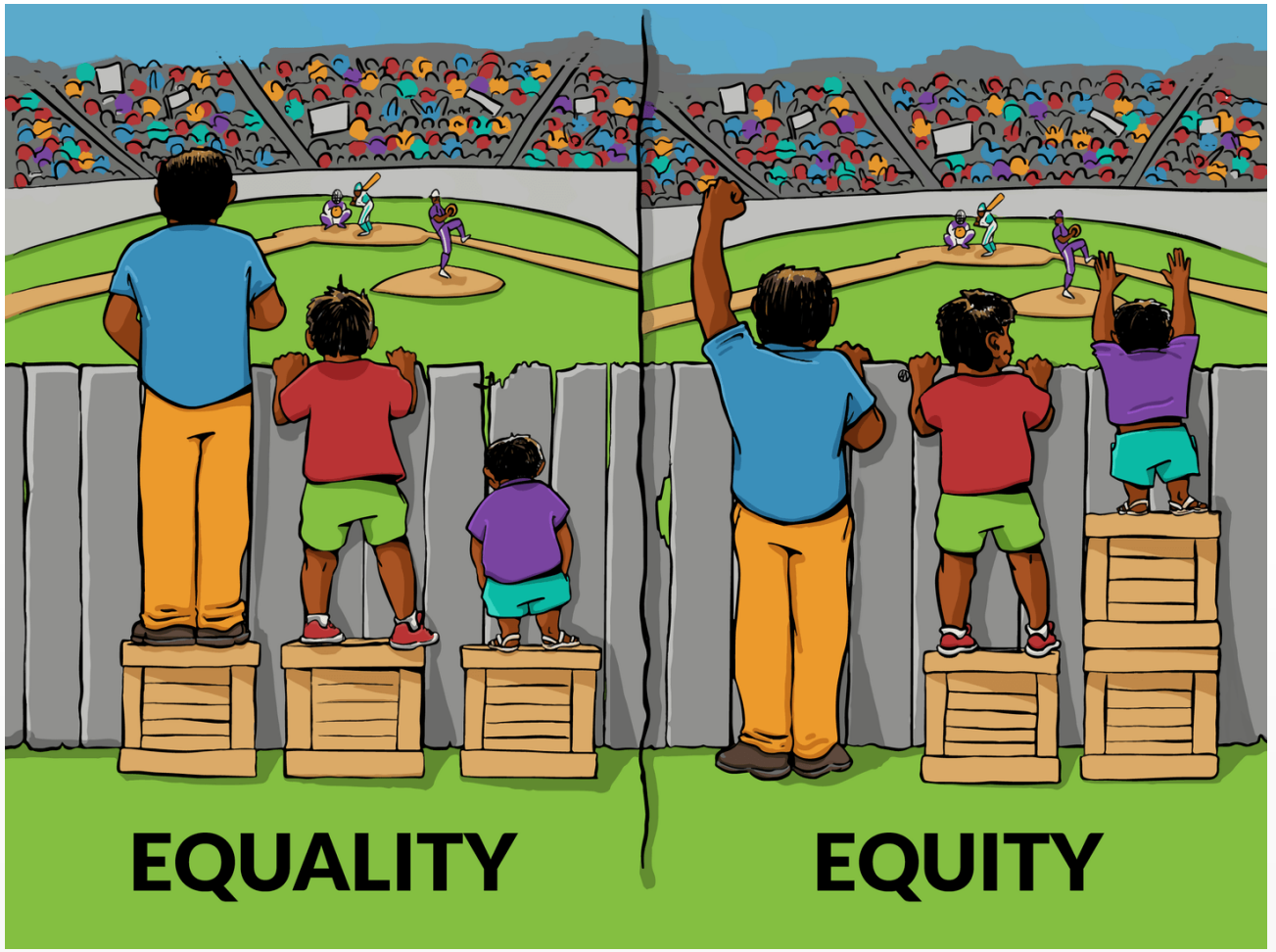
- Word-to-word dictionary
- Translation of math to Spanish

Accommodations for Special Populations

Four distinct groups of students may receive accommodations on statewide assessments



Equality vs Equity



Classroom vs. Statewide Assessment Accommodations

Classroom Accommodations

- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of the classroom assessment
- Accommodations should:
  - Be consistent with those provided for classroom instruction and classroom assessments
  - Provide equitable access during instruction and assessments
  - Mitigate the effects of a student's disability
  - Not reduce performance expectations
  - Not change the construct being assessed

Classroom Accommodations

- The IEP, 504, or EL team should:
  - Discuss which accessibility features and accommodations might assist a student during daily classroom instruction
  - Determine which accessibility features and accommodations to “try out” with the student during instruction
  - Document and evaluate the effectiveness of the accessibility features and accommodations
  - Adjust the student’s use during instruction
  - Determine which accessibility features and accommodations to use on PARCC/DC Science based on classroom results

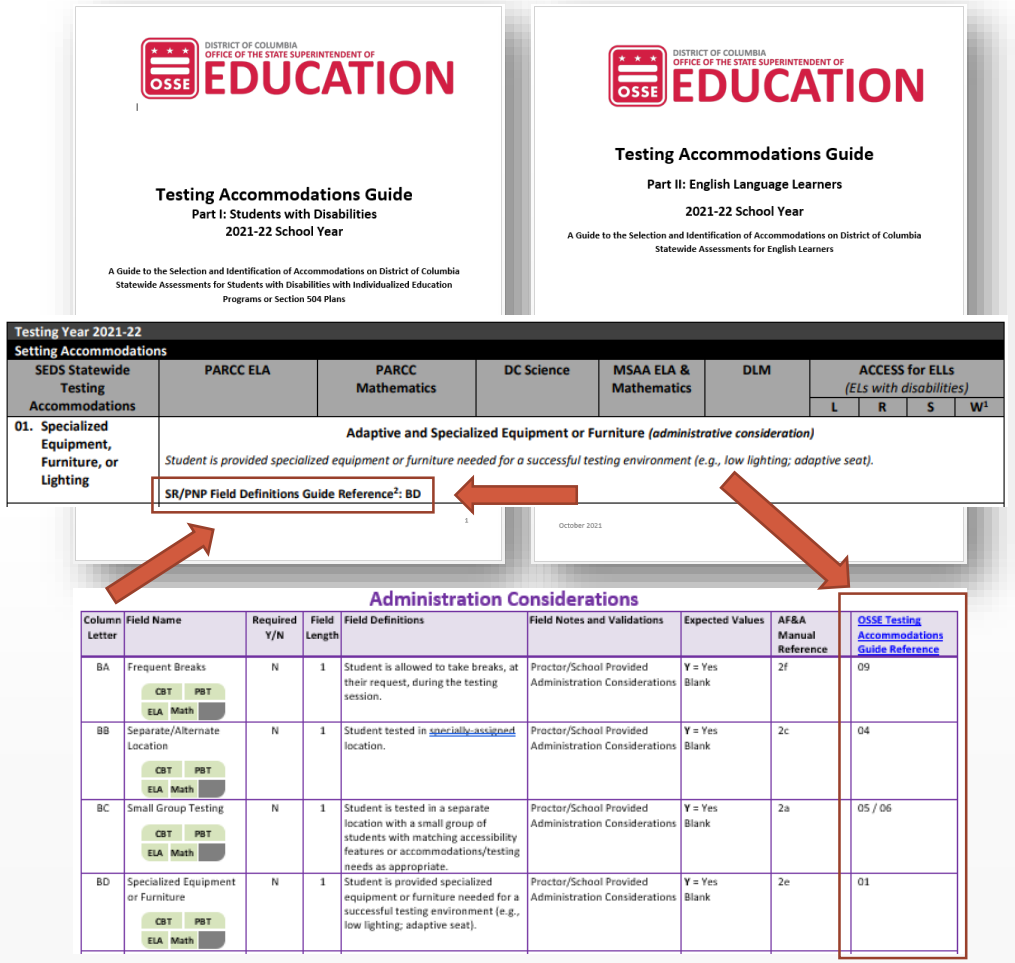
Statewide Testing Accommodations

- Statewide accessibility features and accommodations should not be assigned broadly to all students with the same disability
- The IEP, 504, or EL team should:
  - Discuss accessibility features and accommodations separately for each content area assessment
  - Select accessibility features and accommodations that increase a student's access to the assessment and remove barriers
  - Obtain student input when selecting accessibility features and accommodations
  - Avoid using a "kitchen-sink" method that provides students with unnecessary or mutually contradictory accommodations

PARCC & DC Science Accommodations Resources

PARCC & DC Science Accommodations Resources

- Resources to assist LEAs in completing the Personal Needs Profile (PNP) have been updated for the 2021-22 school year
  - The OSSE Testing Accommodations Guides (TAGs) have been updated to include references to the SR/PNP Field Definitions Guide and are linked here: osse.dc.gov/service/testing-accommodations
  - The SR/PNP template and Field Definitions Guide has been posted in PAN and sent in an NGA Bulletin.
  - The 7th edition of the Accessibility Features & Accommodations (AF&A) Manual is posted here: dc.mypearsonsupport.com/manuals/



Testing Accommodations Guides & PearsonAccess^{Next}

- Each numbered SEDS Statewide Testing Accommodation is referenced in the OSSE Testing Accommodations Guide (TAG) Reference column of the SR/PNP Field Definition Guide for PARCC and DC Science

SEDS Statewide Testing Accommodations
01. Specialized Equipment, Furniture, or Lighting
02. Noise Buffer or Headphones
03. Preferential Seating

Administration Considerations

Column Letter	Field Name	Required Y/N	Field Length	Field Definitions	Field Notes and Validations	Expected Values	AF&A Manual Reference	OSSE Testing Accommodations Guide Reference
BA	Frequent Breaks (CBT PBT ELA Math)	N	1	Student is allowed to take breaks, at their request, during the testing session.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2f	09
BB	Separate/Alternate Location (CBT PBT ELA Math)	N	1	Student tested in specially-assigned location.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2c	04
BC	Small Group Testing (CBT PBT ELA Math)	N	1	Student is tested in a separate location with a small group of students with matching accessibility features or accommodations/testing needs as appropriate.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2a	05 / 06
BD	Specialized Equipment or Furniture (CBT PBT ELA Math)	N	1	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).	Proctor/School Provided Administration Considerations	Y = Yes Blank	2e	01

Testing Accommodations Guides & PearsonAccess^{Next}

- While assigning SEDS accommodations in the SR/PNP or PearsonAccess^{Next} (PAN), refer to the TAGs and the SR/PNP Field Definition Guide

04. Location with Minimal Distractions	**Separate or Alternate Location *(administrative consideration)***
	Student is tested in a location other than their originally scheduled testing classroom.
	SR/PNP Field Definitions Guide Reference: BB

Administration Considerations

Column Letter	Field Name	Required Y/N	Field Length	Field Definitions	Field Notes and Validations	Expected Values	AF&A Manual Reference	OSSE Testing Accommodations Guide Reference
BA	requent Breaks CBT PBT ELA Math	N	1	Student is allowed to take breaks, at their request, during the testing session.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2f	09
BB	eparate/Alternate ocation CBT PBT ELA Math	N	1	Student tested in specially-assigned location.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2c	04
BC	mall Group Testing CBT PBT ELA Math	N	1	Student is tested in a separate location with a small group of students with matching accessibility features or accommodations/testing needs as appropriate.	Proctor/School Provided Administration Considerations	Y = Yes Blank	2a	05 / 06
BD	pecialized Equipment r Furniture CBT PBT ELA Math	N	1	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).	Proctor/School Provided Administration Considerations	Y = Yes Blank	2e	01

Accessibility Features & Accommodations (AF&A) Manual Updates

- The 7th edition of the AF&A Manual has been released and PearsonAccess^{next} (PAN) is now open to LEAs
- Major updates from the 6th edition to the 7th edition include:
  - Adds information about DC Science, including specifying if an accommodation is available for PARCC, DC Science, or both
  - Updated links to external resources
  - Updated audio guidelines to reflect ability to adjust device volume during testing (Table 1)
  - Updated guidance on transcription of Braille and Large Print DC Science tests (Table 3)
  - Adds information about using co-writer/reader extensions (Table 4)

Identifying Accommodations for Individual Students

Selecting Accessibility Features and Accommodations

The IEP team responsible for selecting accessibility features and/or accommodations for ELs and/or SWDs should:

- Identify which accessibility features and accommodations might support a student during daily instruction
- “Try out” the accessibility feature or accommodation with the student during instruction in that content area
- Evaluate the effectiveness of the feature or accommodation
- Determine which should be used on PARCC & DC Science

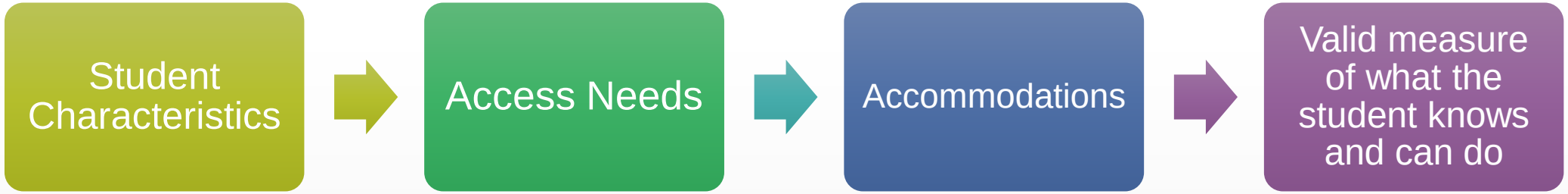
Decision Making Process

Considerations for selecting assessment accommodations for students with disabilities, ELs, and ELs with disabilities

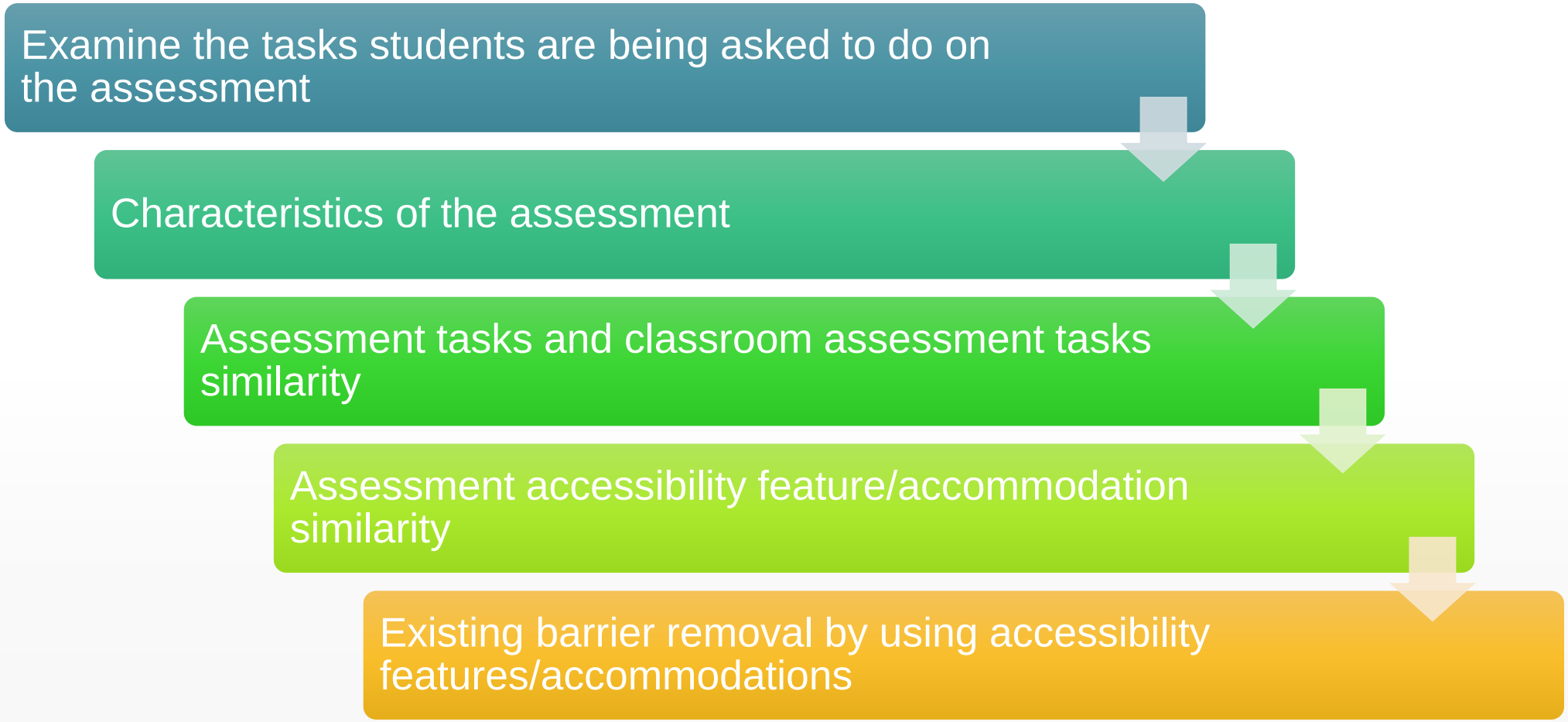
Factors		
Student Characteristics	Individual Test Characteristics	Assessment Accommodation Policy
What are the characteristics of the students?	What tasks are required of the student? What is the test designed to measure?	Maintaining validity of assessment
What accommodations does the student regularly use in the classroom for instruction and assessment?	Are there accommodations already being used in classroom assessments that match the accommodations needed to remove those barriers on the state test?	Is the accommodation allowed for the test or portion of the test noted as a barrier?
Has the student indicated preference in using the accommodation? What input have teachers or parent/guardians had?	Are there accommodations that could be made available to the student in the classroom that are not available currently that would remove barriers to the test?	Are there consequences for using the accommodation?

Student Characteristics

- Student characteristics and access needs impact the selection of accessibility features and accommodations
- Accessibility features and accommodations should **remove barriers** to learning



Individual Test Characteristics



Accessibility Features and Accommodations Policies

Guiding Questions for Accessibility Feature and Accommodation Selection

- What are the student's learning strengths and challenges, and are these based on language needs, a disability, or both?
- Which accessibility features and/or accommodations are regularly used by the student during instruction and assessments?
- What difficulties did the student experience when using accessibility features and/or accommodations?
- Should an existing accessibility feature and/or accommodation be implemented differently?
- What specialized instruction is required by the student to achieve grade-level or course content Common Core State Standards?

Dissecting Specific Accommodations

Guidance for Specific Accommodations

- **Read Aloud for ELA/Literacy Assessments (SEDS)**
  - Text-to-Speech, ASL Video, Human Reader/Human Signer (PARCC ELA)
    - Student uses a human reader, human signer, or text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments
    - Intended for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment
    - Student's disability severely limits or prevents their ability to access printed text by decoding
    - Not intended for a student reading somewhat (i.e., moderately) below grade level
    - Observable repeated attempts to teach the student how to decode printed text

Guidance for Specific Accommodations

- **Calculation Device on Non-Calculator Sections**
  - Calculation Device and Mathematics Tools (on Non-Calculator Sections)
    - Provides access for students with a disability that severely limits or prevents their ability to perform basic calculations
    - Student is unable to perform single-digit addition, subtraction, multiplication, or division
    - Student's inability to perform math calculations is documented in evaluation summaries from locally administered diagnostic assessments
    - Student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device

Guidance for Specific Accommodations

- **Text-to-Speech for Mathematics**
  - Human Reader/Human Signer Accessibility Feature for Mathematics
    - Student uses a human reader, human signer, text-to-speech function, or audio file to hear the test questions
    - Students should be grouped together with those taking the same test form
    - Human Reader for mathematics is an accessibility feature
    - Refer to Appendix B in the PARCC Accessibility Features and Accommodations Manual

Unique Accommodations

- Students may require a unique/non-standard accommodation that is not listed on the IEP, and does not change the construct being measured by the test
  - Request forms should be completed and submitted to the OSSE Assessment Team at least four weeks prior to school testing
  - 2021-22 Unique Accommodation Request Forms can be found on the OSSE website
  - Unique Accommodations are intended to support the student's ability to perform on a statewide assessment
    - Requests that could potentially invalidate a student's score will not be approved (e.g., testing units over multiple days)

Questions?

FIND US

ADDRESS:
1050 First St. NE,
Washington, DC 20002

PHONE:
(202) 257-3371

FAX:

EMAIL
Michael.Craig@dc.gov

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